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ABSTRACT

With the aid of single parent grant money, the Highlands County (Florida) School Board surveyed the needs of adolescent single parents in three high schools and three middle schools. Dropout students also were contacted. Survey results identified the barriers to adolescent single parents obtaining marketable skills. The need for occupational training and minimal basic educational skills was evident in that only one of the students was functioning at the last placed school grade level. Other barriers included transportation and child care needs. Linkage with the local community vocational college was sought, and use of the college work evaluation center was established. Local community support was found through agencies such as Health and Rehabilitative Services, Highland County Health Department, South Florida Community College, and Heartland Private Industry Council. A program framework was developed, emphasizing future job success and positive self-image for adolescent single parents. Although initiated late in the year (April 14, 1986) and running a short time (to June 4, 1986), the program had a positive beginning, with 28 students served. An evaluation revealed a need for a larger facility to house the program, the lack of appropriate materials, and the need for continued and expanded public relations to attract school dropouts. Child care services and space for single parents were tripled during 1986-87. Purchased materials and equipment established better quality programs. As a result of expanded counseling, child care, clinic services, and vocational training, many young parents have maintained progress in school, made the transition to teenage parenthood, and moved toward establishing a career direction. For the 1987-88 year, there are plans to expand the program in numbers of students, quality of services, and opportunities for career education. (KC)

ED285988

FINAL REPORT

Project No. DVE 2A-6

From July 1, 1986 to June 30, 1987

Vocational Teen Parenting
(Adolescent Single Parents)

Highlands County School Board
426 School Street
Sebring, Florida 33870

Gary Lee
Roger Pinholster

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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Abstract

With the aid of single parent grant money, the Highlands County School Board surveyed the needs of adolescent single parents in three high schools and three middle schools. Dropout students were also contacted. The barriers to adolescent single parents receiving marketable skills were established. The need for occupational training and minimal basic educational skills were evident with only one of the students functioning at the last placed school grade level. Other barriers included transportation and child care needs. Linkage with the local community vocational college was sought and use of the college work evaluation center established. Local community support was found through such agencies as Health & Rehabilitative Services, Highlands County Health Department, South Florida Community College, and Heartland Private Industry Council. A program framework was developed with future job success and positive self image for adolescent single parents as a priority.

Although initiated late in the year, (April 14, 1986) and running a short period of time (June 4, 1986) the program had a positive beginning. An evaluation revealed a need for a larger facility to house the program, the lack of appropriate materials and the need for a continued and expanded public relations to attract school dropouts. Space for single parents and child care were tripled during 86-87. Purchased materials and equipment established better quality programs. As a result of expanded counseling, child care, clinic services, and vocational training many young parents have maintained progress in school, made the transition to a teenage "parent" and moved towards establishing a career direction in their lives. Next year there are plans to expand the program in numbers of students, quality of services, and opportunities for career education.

The Alan Guttmacher Institute report "Teenage Pregnancy: The Problem That Hasn't Gone Away" states:

> "Teenage Parents are more likely than those who delay child bearing to have low-status, low-paying jobs or to be unemployed. The mean family income in 1975 of white women who gave birth at or before age 16 was $7,550." "The younger the mother at childbirth, the lower her annual family income."

The Highlands County School Board has made a commitment toward the problem of adolescent single parents. With the aid of Single Parent Grant money the School Board is attempting to assist adolescent single parents in obtaining marketable skills, increasing their self-esteem, and becoming functionable members of our society. Thus, better equipping this population in raising themselves and their children above the poverty level.

Highlands county is a rural, primarily agricultural and retirement related community located in the center of the Florida peninsula. Since the 1980 census the county has experienced a growth rate of 21%. By the year 1990 another surge of 10,000 permanent residents will bring the total population to 68,000. It should be noted that the state has identified Highlands County as an economically depressed area.

The population for 15-24 year olds was estimated at 6,704 in 1985. The school dropout percentage exceeds 30% across all student populations. In 1983 Highlands County had 91 adolescent single parents give birth. This number continued to increase yearly with the ages of single parents becoming younger. Thus it becomes understandable that unless the single parent has a strong support system, 3 to 5 more years of schooling is unrealistic in their attempt to juggle the expenses of child raising with the demands of the educational system. 80 to 95% of adolescent single parents in Florida leave school without graduating and without an occupational orientation.

Added to the plight of the adolescent single parent are the statistics of the U.S. Department of Labor which reports that 45% of all women in the labor force in 1982 were single and 52% of all women 16 years and over were workers. Women are still concentrated in low paying, dead end jobs and, therefore, an average woman earns only about three-fifths (59%) of the average man's earnings. The proportion of poor families maintained by women increased to 47% in 1981.

The goals Highlands County has set for this program are ambitious. A primary focus of this program is to assist single parents in acquiring a marketable skill in a high wage, high placement job area with an emphasis on nontraditional career areas.

To accomplish this goal the main barriers to single parents receiving marketable skills were reviewed and objectives established for each area. These objectives will be reviewed and discussed in the following sections of this report - Methods, and Results and Findings. They will be analyzed in the Conclusions and Recommendations section.

Methods

The methods used to initiate this program will be reviewed in this section. In order to justify the need for a program directed at adolescent single parents a needs assessment was done. The needs assessment included a survey of the number and types of students needing a special program. A survey of what barriers prevented the adolescent single parent from obtaining vocational training and what type of program would best meet the needs of the adolescent single parent struggling with the added role of parent and wage earner are reviewed in this section. The steps followed in implementing this program were as follows:

I. Needs Assessment

To better establish the needs of single parents on a local basis research was conducted by telephone and by individual contact to determine the extend of these needs.

A. Middle & High School Guidance Counselors

Guidance counselors conducted surveys in each school to determine the number of single parents in the school system who were in trouble with the traditional educational system (excessive absences, failing grades, etc.

B. Homebound

Homebound records for pregnant students were obtained for the last three years and a general survey was conducted to see how many of these students had dropped out of school. The dropouts were contacted, if possible, and questioned about their desire to return to school for marketable skills.

C. Day Care

To determine the need for providing a day care facility versus payments to established local day care facilities, research was conducted inquiring into the availability of child care for single parents in the local community, their waiting lists, infant slots available and admission requirements.

D. Transportation

Public and private transportation alternatives between and within the three communities in the county of Avon Park, Sebring, and Lake Placid was reviewed to determine if this posed a barrier to single adolescent parents.

II. Linkage

Linkage was made with a number of local community organizations to assist in program offerings.

A. South Florida Community College

Linkage was sought with South Florida Community College in three areas:

1. Work Evaluation - arrangements were made to have students receive a 3 day occupational evaluation with counseling.

2. Vocational Classes - linkage was made to provide skill training through their vocational classes.

3. Cosmotology - a workshop on appearance to assist in self-esteem building.

B. HRS

Vocational Rehabilitation Services for those who qualify. Referrals to the program and funds have been requested to assist in day care facilities, staffing and programming.

C. Job Services of Florida

Information on jobs available locally.

D. CANOPIES

Linkage was made with this HRS funded organization to provide a program on parenting skills.

E. Heartland Private Industry Council

Linkage through this organization will assist those who are disadvantaged and need assistance in finding appropriate part-time employment.

F. High School Occupational Specialists

To assist participants with career information and job finding.

G. Vocational Advisory Committee

Linkage was sought with this county-wide committee to assist in recommendations and evaluations.

H. Highlands County Health Department

Linkage was sought to assist students with medical problems for themselves or their children. Highlands County Health Department also provided preventative medical services to parents and children.

I. Highlands County Sheriff's Department

Child abuse education and referrals to program.

J. Highlands County Health Advisory Committee

To assist in recommendations and evaluations.

K. March of Dimes

To assist in monies for medical equipment for use by the Highlands County Health Department and to assist in materials on parenting.

L. All High School Job Preparatory Vocational Programs

Linkage is continually sought with various community agencies and civic organizations and funding programs.

III. Recruitment

To recruit students into the program the following agencies and methods were involved:

A. School guidance counselors
B. Vocational Advisory Committee
C. HRS
D. Local doctors, pediatritions and obstatritions.
E. Highlands County Health Department
F. Newspaper articles
G. Local judicial system
H. Presentations to local civic groups
I. Pamphlets and posters

IV. Selection

The initial processing of persons eligible for this program is as follows:

A. Eligibility criteria
   1. Be a single parent who is unmarried or legally separated.
   2. Have a minor child or children for whom the parent has custody or joint custody.
   3. Display a desire to develop a marketable skill.

4. Between the ages of 13 and 21 years priority for participation will be given to single parents who face the greatest barrier to a marketable skill in terms of education, previous training, income, and previous work experience. Screening will be based on AFDC eligibility and eligibility for the free or reduced school lunch program.

V. Development of Courses

Adolescent needs were assessed with the goal of future job success and positive self-image educational needs were indicated in the following areas:

A. Job Skills - To provide marketable skills in vocational areas of student's preverence.

B. Basic Educational Skills - Qualifying students need a level of basic education skills necessary to fill out job application forms, read directions, manage money, do time cards, and arrange for needs.

C. Self-esteem and Decision Making Skills - To help student realize potential and deal with alternatives.

D. Skills in Job Relationships - Many teens have difficulty dealing with adults and authority figures causeing them to lose their jobs. Education in how to deal with people in different situations will often make the difference in job success.

E. Pre-employment Skills - Job search and interview techniques with proper responses are often mysteries to adolescents and adults. Also, job movement, changes in employment, and the how and why are not understood.

F. Parenting and Family Skills - Job success is often short lived if the single parent is unable to cope with their multiple role of student, parent, homemaker, and wage earner.

Findings and Analysis

The philosophy of this program was to remove the barriers that prevent forward career and educational movement of our single parents and thus assist them in obtaining marketable skills which will set them up for financial and career success.

To accomplish this, a needs assessment was done with the following findings:

A. Middle and high school guidance counselors found 38 eligible single parents in the school system. These students' records were reviewed and individual counseling sessions set up with those appearing to be in the most difficulty with the traditional educational system. Upon request qualified students were transferred into the program. However, due to the late start-up date and limited facilities only a limited number of students were accepted. Plans to remedy this situation next year are being made.

B. Homebound records for 65 pregnant students were obtained for the last 3 years. Students who had dropped out of school were contacted regarding return to school and desire for employability skills. This procedure is still in progress and as an adolescent single parent indicates an interest they are registered for the program starting in the fall (1986-87 year).

C. Day care facilities were surveyed to asséss need. It was found that many day care programs in the county had a waiting list. A very limited number of infant/young child slots available. Some day care centers required the children to be "potty trained" before admission and some took no children under three months and almost all took no children under six weeks of age. Thus to attempt to prevent the single parent from astablishing an "at home" routine of the birth of her child and to provide for all levels of child care it was concluded that for the program to operate successfully, adolescent single parents needed an onsite day care to provide for their child/children while they are receiving vocational training.

D. In surveying public and private transportaiton it was found to be limited to private taxi services, most with an irregular service reputation. Thus, most single parents are unable to obtain, or afford, transportation to and from training/work sites. This indicated the need for reliable, regular transportation. To fulfill the legal/moral obligation of safety, a school bus was equipped with seat belts and infant car seats. Single Parent Grant money was used to supply this need.

Objective 1 - To assist 30 single parents in acquiring marketable skills.

During the year we did not enroll 30 single parents. Of the 28 we did enroll in the program, all received vocational training through high school vocational education classes or South Florida Community College vocational training programs leading to a certificate. Prior to placement in vocational programs all single parents went through 2 days of work evaluation at South Florida Community College to determine their vocational interests and aptitudes. In addition, all single parents participated in an Employability Skills course designed to develop their personal skills relating to obtaining and maintaining a job.

Objective 2 - To place 10 single parents in nontraditional occupational fields with high wage, high placement history.

This objective is very worthwhile yet very difficult to reach with our clients. Young girls with poor academic skills, from disadvantaged backgrounds, and no previous vocational training are very difficult to place in nontraditional, high wage earning occupations, especially when their interests lie in traditional areas. This year in cooperation with South Florida Community College all single parents were involved in an exploratory wheel experience. Students spent 2 weeks shadowing in the 8 different vocational centificate programs. They were paired with a South Florida Community College student and spent 2 days learning and doing in each of the training programs - from automated business practices to carpentry.

Objective 3 - To provide transportation and child care services to eligible single parents.

Transportation was provided for the most part by district school busses. A few students were paid for their own personal transportation costs. Very few students have cars. Parents were transported from home to the Teen Parent Program. From this central site they were also transported by bus to vocational training.

Child care was initially a very weak area in the program mostly due to lack of space, materials, equipment, training and experience. The child care unit began with 15 infants and toddlers and ended with 20. As the year developed almost all of these concerns were addressed to the point where our onsite child care service provided a quality experience for children.

Objective 4 - To emphasize self esteem building and decision making in roles of person, parent, homemaker, and wage earner thrugh the development of a formal 9 week class integrated into the program.

The program exceeded the expectations in regards to this objective. 3 well planned classes were offered during the school year. Parenting - is a credit course that is designed to develop parents skills in discipline, budgeting, nutrition, and other areas. Employability - is a credit course designed to develop parents skills in decision making, interview techniques, making applications and other career related skills. Peer Counseling - is a credit course designed to improve students' self awareness, ability to communicate and develop positive self concept through relationships with others.

Objective 5 - To provide linkage with South Florida Community College for the vocational education of 15 students.

This was definitely a strong point in the program during 86-87. All single parents were involved in some level of vocational education during the year. A few students attended Sebring High School for vocational classes, but the great majority of single parents attended half-day vocational training programs at South Florida Community College.

Objective 6 - To provide tuition to other appropriate vocational facilities in order to provide education resulting in a marketable skill and promote sex equity.

Since our students are easily placed in the vocational programs at local high schools and South Florida Community College tuition free and these offerings seemed to meet student needs tuition was not paid out during the 1986-87 school year. However, programs do exist in the area and region that require tuition to meet the needs of future single parents. especially as we focus more on non-traditional occupations.

Objective 7 - To assist approximately 10 students into the entry level of the nursing profession.

This objective was written into our grant but abandoned after the grant approval seemed to indicate that nursing assistant did not qualify as non-traditional or high wage earning.

Objective 8 - To provide inservice for vocational educators and appropriate community agencies regarding the needs and problems of single parents through the assistance of Florida Atlantic University.

During the year a member of our staff did receive training at Florida Atlantic University and did present our program at a workshop in Tampa sponsored by the Division of Vocational Education. Even though progresss was made in inservicing our staff, community agency personnel and other district vocational educators did not receive inservice as to the needs and problems of single parents.

Objective 9 - To recruit at least 8 single parents to the program who have dropped out of school and are without employable skills.

During the year only 3 single parents were recruited to the program who had already dropped out of school. This does not mean that of the other 25 single parents who entered the program they might not have dropped out if this program had not been in existance when they needed it.

Objective 10 - To provide skill/work experience in targeted occupations with a high wage/placement potential.

Of the single parents enrolled only one was placed in a part-time work experience and continued in the program. Others entered the program and left after finding placement in a full-time position.

Some students have been placed in short-term shadowing experiences during the year in an effort to provide work experience for younger students.

Conclusions and Recommendations

The program has developed in many positive ways since its inception a year and a half ago. Students have greater opportunity for development in personal and employability skills. They are without exception enrolled in vocational education experiences. They have child care and transportation provided at no cost so they may concentrate on studies and training.

However, the program is still developing and need areas still exist within the program. Students need more experience in many traditional and high wage occupations, both on an exploratory/shadowing level and a placement level. More students who have dropped out of school need to be recruited for the program through outreach and public relations efforts. The children enrolled in our day care unit need to be involved in an organized child develoment program which would improve the quality of our day care. A workshop needs to be offered in the community to heighten the awareness of the needs of our single parents.

All of these concerns have been addressed in the program's plans for next year. Other grants have been obtained to provide for increased enrollment and services. Next year should provide even more opportunity for single parents in our area.

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4. Department of Labor and Employment Security, Division of Labor, Employment and Training, Econocast, Highlands County, Lakeland, Florida.

5. Highlands County School Board, Chapter I Dropout Prevention Project, Sebring, Florida, 1986.

6. Florida Healthy Mothers, Healthy Babies Coalition, Pregnancy Outcomes in Florida, 1981-83, Gainesville, Florida.

7. U.S. Department of Labor, Office of the Secretary, Women's Bureau, Facts on Women Workers, Washington, D.C., 1982.

Appendices

Programs Assessment Form
Attitude Inventory Form
Organizational Chart
Cyesis Program Proposal
1986-87 Local Evaluation Results

CYESIS PROGRAM - STAFF EVALUATION

NAME _____ DATE _____

Please evaluate the following aspects of the Cyesis Program by writing your comments for each item.

Student referral and placement:

Student behavior:

Student attendance:

Student/teacher ratio:

Baby/Child Care ratio:

Support services (clerical):

Academic curriculum:

Vocational curriculum:

Cyesis Program - Staff Evaluation (continued)

Physical Education:

Parenting classes:

Food services:

Space:

Equipment:

Transportation:

Consumable supplies:

Grandparent involvement:

Fathers involvement:

Health Department Services:

RP/pj
05-26-86

CYESIS PROGRAM - STUDENT EVALUATION

CIRCLE ONE FOR EACH QUESTION
1-strongly agree 2-agree 3-neutral
4-disagree 5-strongly disagree

1.	My attitude toward this program can be discribed as positive.	1	2	3	4	5
2.	I feel this program is important to my future.	1	2	3	4	5
3.	I am learning things about my baby and its care that I did not know.	1	2	3	4	5
4.	I am learning things about how my baby grows that I did not know before.	1	2	3	4	5
5.	I would like to see this program offered at my local school.	1	2	3	4	5
6.	I have been able to keep up my academic subjects in this class.	1	2	3	4	5
7.	I feel activities we do in class helped me better understand and prepare for my delivery.	1	2	3	4	5
8.	The teachers were able to make this class interesting for me.	1	2	3	4	5
9.	Learning about child care has helped me be a better mother.	1	2	3	4	5
10.	I do not like field trips.	1	2	3	4	5
11.	I liked the vocational orientation of the class.	1	2	3	4	5
12.	I would recommend this class to other students who are pregnant or single parents.	1	2	3	4	5
13.	I feel the teacher expects too much from us.	1	2	3	4	5
14.	I think we have too many films.	1	2	3	4	5
15.	I feel that this class was too easy.	1	2	3	4	5

Cyesis Program - Student Evaluation (continued)

16.	The teacher should give us more homework.	1	2	3	4	5
17.	The assignments were too hard.	1	2	3	4	5
18.	This class has helped me learn how to get a job and keep it.	1	2	3	4	5
19.	I agree that learning some medical terminology will help me understand my doctor.	1	2	3	4	5
20.	A lot of the things we do in class are stupid and will never help me.	1	2	3	4	5
21.	I have changed my eating habits since I learned how important nutrition is to my baby.	1	2	3	4	5
22.	I feel this class has aided me in making important decisions about my future.	1	2	3	4	5
23.	I had a chance to ask questions.	1	2	3	4	5
24.	I had a chance to actively participate in discussions.	1	2	3	4	5
25.	I feel the teachers had enthusiasm for the subject.	1	2	3	4	5
26.	I feel the instructors knowledge of the subject was good.	1	2	3	4	5
27.	I feel the overall effectiveness of this program was good.	1	2	3	4	5
28.	I feel that teachers were available to counsel with me.	1	2	3	4	5

PAGE 3
Cyesis Program - Student Evaluation (continued)

Please list some strengths of this program._____

_____

_____

Please list some weaknesses of this program._____

_____

_____

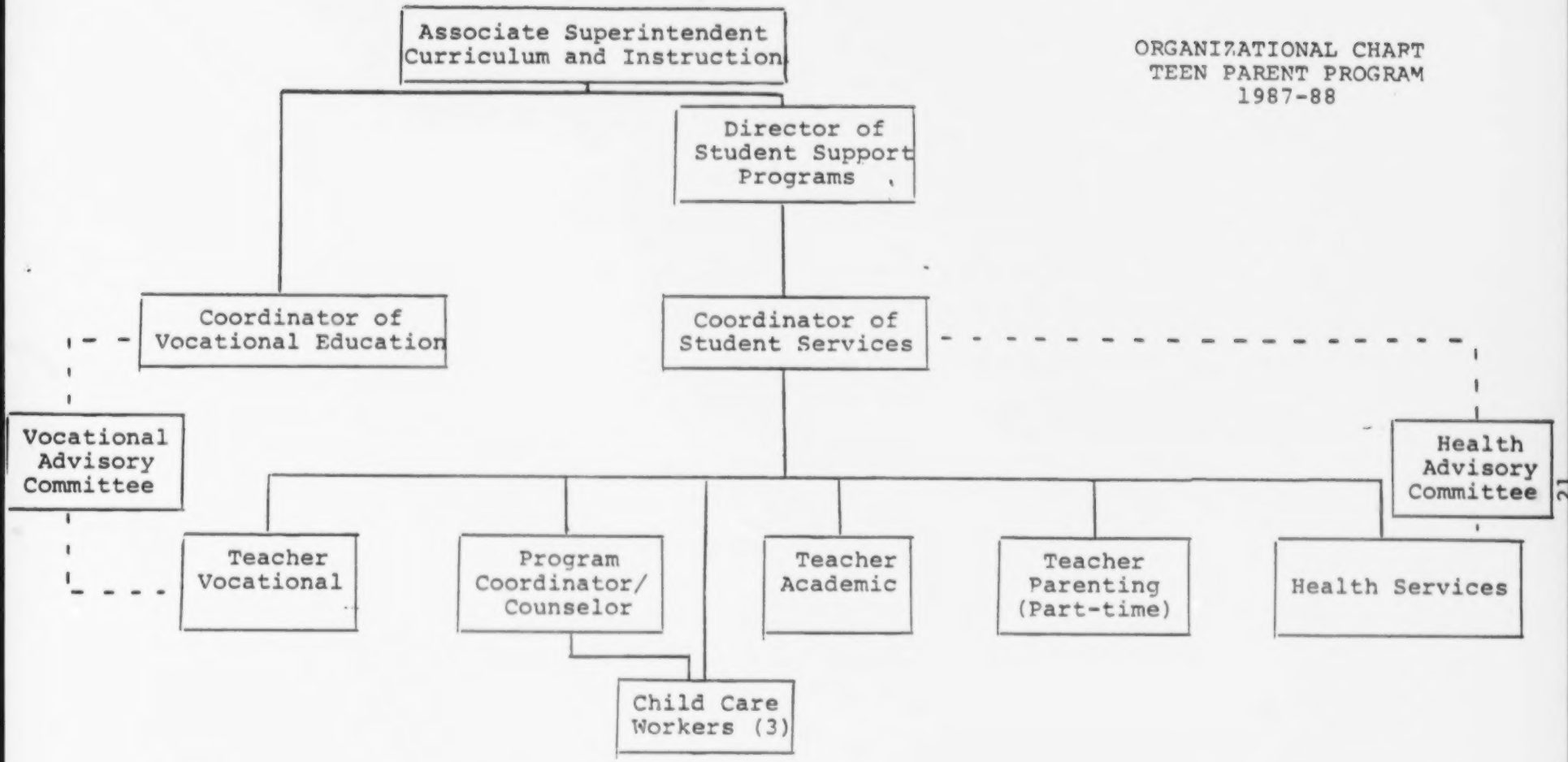
Please list some suggestions for improving this program. ____

_____

_____

/pj
Revised 05-26-86

ORGANIZATIONAL CHART
TEEN PARENT PROGRAM
1987-88



CYESIS PROGRAM PROPOSAL

STATEMENT OF NEED

Many students become pregnant during their middle and especially high school years. Most then leave school without graduating, without an occupational orientation and without important knowledge relative to child care and development, prevention of child abuse, and preventing repeat pregnancies. A great portion of these students seek and receive public assistance for many years. The school system can play an important role in addressing these problems.

Pertinent Facts

Out of 67 districts in Florida, Highlands County ranks 22nd highest in the percent of babies born to teenagers.

One girl in ten is a mother before her eighteenth birthday.

One in nine babies in Florida in 1984 had a teenage mother.

Eighty percent of teenage mothers do not finish high school.

Teenages who are fathers are 40% less likely to graduate from high school than teenagers who are not fathers.

Children of teen parents are likely to become teenage parents themselves.

In Florida nearly 25% of white mothers and nearly 48% of black mothers receive inadequate prenatal care.

Low birth weight babies are 40 times more likely to die in the first 28 days of life and 20 times more likely to die in the first year.

One-fourth of low birth weight babies who live suffer a permanent disability.

At least 50% of present handicaps in children could be prevented.

Today in Florida:
Every 35 minutes a baby is born to a child under age 19.
Every 48 minutes a low birth weight baby is born.
Every 5 hours an infant dies before its first birthday.

In 1984, 11,200 low birth weight infants required special neonatal care.

Out of 67 districts in Florida, Highlands County ranks:
8th highest in the percent of low birth weight babies
8th highest in neonatal deaths
8th highest in infant deaths

Teen mothers are 15% more likely to suffer from toxemia, 92% more likely to have anemia, and 23% more likely to suffer from complications due to a premature birth.

Babies born to teens represent 30 percent of all low birth weight infants.

The death rate for babies born to mothers who are under 15 is twice the rate for babies born to older mothers.

Good prenatal care can reduce the mortality rate for infants born to teenagers from 200 babies per 1,000 births to 6 babies per 1,000 births.

The number of teen mothers who attempt suicide is seven times the rate for teenage girls without children.

Childhood mortality between the ages of one and four is 41% greater among children born to adolescent mothers than among children of older mothers.

Of 30,000 teenage pregnancies in our state each year, half are aborted and 90% of the babies carried to term will be raised in proverty by a single mother.

6,424 adolescents with one child received AFDC payments in Florida.

1,922 adolescents with 2 or more children receive AFDC payments in Florida.

1,391 pregnant adolescents (in their last trimester of pregnancy) receive AFDC payments.

Over half the mothers on public assistance had their first child in adolescence and three out of four single mothers under the age of 25 live below the poverty level.

The cost of society for caring for high-risk infants is great. The average cost in newborn intensive care unit is $1,200.00 daily with lengths of stay averaging 15 days. This equals $18,000.00 for one infant needing this care. Few teen parents can pay this without public assistance.

Teenage parent educational programs increase the likelihood of school completion and successful entry into the job market.

Florida Statutes 232.01 encourage school systems to develop centers for students to attend during their pregnancy.

Twenty counties in the state have implemented programs of this type

GOALS

1. To support and encourage the pregnant and/or single parent to complete school and/or a vocational program.

2. To provide supportive follow-up for students returning to regular programs.

3. To provide counseling to assist the teen student in preventing future unplanned pregnancies and to develop other practical and interpersonal skills.

4. To provide the opportunity for student parents to develop a positive attitude toward their increased multiple roles of parent, homemaker, and wage earner.

5. To help the student parent establish his/her identity and recognize the responsibility of being the primary caregiver of the infant/child.

6. To assist students in mastering parenting skills.

7. To help students develop emotionally, intellectually, economically, and socially in order that they may contribute in a positive way to life in a democratic society.

8. To teach the adolescent pregnant student the importance of prenatal care, post partum care, and health care follow-up.

9. To provide the infant with a stimulating environment for maximum growth and development.

10. To provide transportation to school for the pregnant and parent adolescent and the infant child.

PROGRAM DESCRIPTION

The Cyesis Program is a voluntary open entry program for pregnant and single parent students. This program is classified as an Alternative Education Program. Every effort will be made to determine the individual needs of each student and to help each be successful. For the purpose of identifying funding areas, the program is divided into 2 components; the adolescent pregnant student and the adolescent single parent components. These two components will function together in the classroom as the Cyesis Program.

The adolescent pregnant student component will be locally funded. The single parent component applies to those students who qualify under the single parent vocational education grant.

Students choosing to attend the Cyesis Program will select one of the following options.

Location

Adolescent Pregnant Student Component

A. Half day at home school and a half day Cyesis Center
B. Full day Cyesis Center

Single Parent Component (must include vocational courses)

A. Half day home school/vocational program in their home school and half Cyesis
B. Half day SFCC Vocational Division and half day Cyesis Center
   or
C. Half day work release program and half day Cyesis Center

Instruction

Students will receive regular academic credits. Therefore, one important aspect of the program is to provide qualified teachers. Every effort will be made to have students taught by appropriate personnel using appropriate materials. Staff will be certified according to requirements for alternative education teachers. Certified volunteers will be sought for subjects areas not represented on the staff. Special materials, such as "Parallel Alternative Strategies for Students" whcih were designed to help alternative education students meet RAISE bill requirements will be utilized.

All students will receive Health Education which includes pre and post natal care, childbirth education, nutrition, consumer education, human relations, and decision making skills.

Other Services

Other special services which will be provided through the Cyesis Program include:

- Child care during school
- Monitoring of the student pregnancy by the HCHD nurse practioner
- Counseling provided by the school school social worker and Cyesis Program
- Breakfast/lunch program
- Job placement and follow up
- Transportation for student and child

Child Care

An important part of the Cyesis Program is day care, including:

A. A laboratory where young mothers can learn how to care for infants properly.
B. A setting which fosters a desirable relationship between mother and infant.
C. Day care for children of the young mothers who would not otherwise be able to continue their education.

Student parents may use the infant center only if they are attending classes assigned. They will be allowed to send the infant to school only if they are in attendance or on a work release program.

Innoculation and health records of infant must be on file in infant center according to state standards. Infant supplies are provided by the parent. Infants/children will have a planned educational program in conjunction with the parenting classes.

Transportation

Students will use their usual method of transportation to their home school. A shuttle bus will pick up participating students at their home school and transport them to the Cyesis Center and/or SFCC.

Management

Administrative responsibilities for the Cyesis Center are assigned to the Coordinator of Student Services. He is a member of the Administrative Staff directly responsible to the Director of Curriculum. Since the effectiveness of the Cyesis Program within a district is based on the cooperation of various areas of the educational program and integration of total resources, the Coordinator of Student Services will work closely with other school personnel, parents, community and state agencies to accomplish these goals.

Referral Process

For a student enrolled in a Highlands County School, referral can be made through home school counselors, by principals, other school personnel, members of other agencies, parents, students, or friends for the adolescent single parent is not enrolled in any school, referral to the Coordinator of student Services is appropriate.

The referral procedure is:

1. A referral form is completed.
2. A conference is held of school staff, student, parent of student, and cyesis representative.
3. An orientation visit of student and parent of student to the Center where program policies are discussed.

Enrollment Requirements

Unmarried students under 18 should have parent permission to enroll in the program. All students must complete a program application, provide health and academic records and complete developmental history questionaire. The pregnant student must present pregnancy verification while the male or female single parent must provide documentation of parenthood. Students must agree to attend the program for a minimum of one full nine week grading period following their acceptance.

Advisory Board

The Advisory Board will meet periodically to review the progress of the program. Its membership will include:

One physician
One home economics teacher
Guidance counselor
Representative of the HCHD
Local day care specialist
Student parent
Parent
Cyesis center representative

HIGHLANDS COUNTY SCHOOL BOARD

CYESIS PROGRAM
1987 DOCUMENTATION

1. Program Approved by School Board 4/14/86

2. Start Date 8/1/86 3. Location E. O. Douglas Rm:

4. Time 8:30 a.m. to 2:30 p.m. 5. Coordinator Roger Pinholster

6. Staff

Full Time	Pd. By	Pt. Time	% Day	Pd. By	Vol.
Carol Davis	Fed	D. Nicholson	1/6	Canopies	
Thelma Fayson	Local	A. Schumacher	1/10	Local	
Cherie Sellers	Fed	R. Hill	1/10	Local	
Doris Valentine	Local				

7. Students Entering Program By Month

	Pregnant 1 2 3 4 5 M F Tot	Single Parent 1 2 3 4 5 M F Tot	Comb Tot
Sep.	12	8	20
Oct.	1	1	2
Nov.	3	1	4
Dec.	0		0
Jan.	4	5	10
Feb.	1	1	2
Mar.	1	0	1
Apr.	0	0	0
May	0	0	0
TOTAL	0	0	0

8. Students Entering Program By Grade

Grade	Pregnant 1	2	3	4	5	M	F	Tot	Single Parent 1	2	3	4	5	M	F	Tot	Comb. Total
6	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
7	--	--	--	--	--	-	-	2	--	--	--	--	--	-	-	---	1
8	--	--	--	--	--	-	-	5	--	--	--	--	--	-	-	---	3
9	--	--	--	--	--	-	-	6	--	--	--	--	--	-	-	---	5
10	--	--	--	--	--	-	-	7	--	--	--	--	--	-	-	---	9
11	--	--	--	--	--	-	-	9	--	--	--	--	--	-	-	---	10
12	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0

9. Students Dropping Program To Return To School

	Pregnant 1	2	3	4	5	M	F	Tot	Single Parent 1	2	3	4	5	M	F	Tot	Comb. Total
<1 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
<2 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
<3 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
<4 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
<5 Mo.	--	--	--	--	--	-	-	6	--	--	--	--	--	-	-	---	0

10. Students Dropping Program and School

	Pregnant 1	2	3	4	5	M	F	Tot	Single Parent 1	2	3	4	5	M	F	Tot	Comb. Total
<1 Mo.	--	--	--	--	--	-	-	2	--	--	--	--	--	-	-	---	2
<2 Mo.	--	--	--	--	--	-	-	2	--	--	--	--	--	-	-	---	2
<3 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
<4 Mo.	--	--	--	--	--	-	-	2	--	--	--	--	--	-	-	---	1
<5 Mo.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	1

11. Referrals

Type	Number	Enrollees Number	Percent
Sch. Adm.	0	0	0
Counselors	34	26	
Teachers	0	0	0
Parents	6	2	
Friends	12	12	
Stu. Serv.	0	0	0
Coordinator	0	0	0
Other	14	3	
TOTAL	66	43	

12. Student Schedules (Typical)

Pregnant Student #1 (Middle School)

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
830-920	EMP. SKLS		→		→		→		→
920-105	US HST		→		→		→		→
1030-115	Parenting		→		→		→		→
1120-12	Science		→		→		→		→
1245-130	Math		→		→		→		→
130-220	English		→		→		→		→

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Pregnant Student #2 (High School) Typical Program

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
9[00]-10[20]	Pre Algebra								
	→								
10[05]-10[35]	English								
	→								
11[20]-1[00]	Science								
	→								
12[15]-1[30]	US Hist								
	→								
1[30]-2[20]	Spec Skills								
	→								

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13. Single Student #1 (Middle School) Typical Program

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
9-10	Reading		→						
10-11	Math		→						
11:20-12	Science		→						
12:45-1:30	US Hist		→						
1:30-2:20	Soc Skls		→						

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Single Student #2 (High School) Typical Programs

Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity
9[10]-10[00]	Cons. Math		→						
10[05]-10[55]	English		→						
11[00]-12[00]	Science		→						
12[45]-1[30]	US Hist		→						
1[30]-2[20]	Comp Skills		→						

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14. Number of Babies

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
< 1 year old	10	10	4	5	8	9	9	12	12
1 TO 2 years old	5	4	6	7	7	5	4	4	2
2 to 3 years old	0	0	0	0	3	6	6	6	6
3 years old	0	0	0	0	0	0	0	0	0

15. Equipment (>$100)

On Hand Prior ~~to~~ Program Start

Item	Cost
TV - Sharp 25"	319.00
VCR	473.00
APPLE 2e	1,015.00
Imagewriter II	485.00
Uni-desk	199.00
CAMERA	855.70
Bell + Howell Projector	559.00
F.S. Projector	466.00
Computer Security Enclosure	244.95
Comp. Terminal Table	224.05
Bell + Howell Cassette Pl	146.50
Media Cabinet Base	158.85
F.S. Cassette Drawers	243.35
Cart - Bradford Model	295.00
changing cabinet	197.00 x 2

Purchased August/June ~~for~~ 87-88

Item	Cost	Fund Source
SEWING MACHINES		

16. Students entering program that have already dropped out of school.

	Pregnant								Single Parent								Comb
	1	2	3	4	5	M	F	Tot	1	2	3	4	5	M	F	Tot	Tot
Sep.	--	--	--	--	--	-	-	3	--	--	--	--	--	-	-	---	1
Oct.	--	--	--	--	--	-	-	1	--	--	--	--	--	-	-	---	1
Nov.	--	--	--	--	--	-	-	2	--	--	--	--	--	-	-	---	0
Dec.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
Jan.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	1
Feb.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
Mar.	--	--	--	--	--	-	-	1	--	--	--	--	--	-	-	---	0
Apr.	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
May	--	--	--	--	--	-	-	0	--	--	--	--	--	-	-	---	0
TOTAL	--	--	--	--	--	-	-	7	--	--	--	--	--	-	-	---	3

17. Summary of Students attending school/employment.

1. Students enrolled in GED:

Pregnant								Single Parent								Comb
1	2	3	4	5	M	F	Tot	1	2	3	4	5	M	F	Tot	Tot
--	--	--	--	--	-	-	---	--	--	--	--	--	-	-	3	3

2. Students enrolled at South Florida Community College:

Pregnant								Single Parent								Comb
1	2	3	4	5	M	F	Tot	1	2	3	4	5	M	F	Tot	Tot
--	--	--	--	--	-	-	---	--	--	--	--	--	-	-	5	5

3. Students working when entering program:

Pregnant								Single Parent								Comb
1	2	3	4	5	M	F	Tot	1	2	3	4	5	M	F	Tot	Tot
--	--	--	--	--	-	-	---	--	--	--	--	--	-	-	---	0

4. Students obtaining jobs after entering program:

Pregnant								Single Parent								Comb
1	2	3	4	5	M	F	Tot	1	2	3	4	5	M	F	Tot	Tot
--	--	--	--	--	-	-	---	--	--	--	--	--	-	1	---	1

18. Evaluation Instruments

1. Student Evaluation - Attitude
2. Student Human Sexuality Cognitive Test
3. Student Child Development Cognitive ~~Test~~
4. Staff Evaluation